

# MY VOICE<sup>©</sup>

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## NEW HAMPSHIRE HIGH SCHOOL RESULTS 2007-2008 ACADEMIC YEAR

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Supported by  
New Hampshire Department of Education's  
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## **MY VOICE<sup>®</sup> NEW HAMPSHIRE HIGH SCHOOL RESULTS: THE FIRST STEP IN THE *FOLLOW THE CHILD* INITIATIVE**

*The New Hampshire Department of Education, under the leadership of Commissioner Lyonel B. Tracy, is dedicated to providing a personalized education that helps New Hampshire students learn today, graduate tomorrow, and prepare for the future by supporting their personal, social, physical and academic growth.*

*As a result of its commitment to put New Hampshire students at the front and center of its educational system, the New Hampshire Department of Education offered the My Voice<sup>®</sup> survey free of charge to all high schools that wished to participate.*

### **The Role of Student Aspirations in Today's Schools**

When students have high aspirations, *they have the ability to dream about the future, while being inspired in the present to reach those dreams.* Whether the goal is to learn Algebra or a trade, get good grades or go to college, students want to be successful. Too often, however, students don't reach their goals and fullest potential because the conditions that inspire and support them are not in place. If students are to enjoy academic, social, and personal success, they must believe in themselves, be actively engaged in their learning, and see the connection between what they learn today and who they want to become tomorrow. When these experiences are absent, aspirations flounder and achievement declines.

In order for students to have and sustain high aspirations, the conditions that enable them to reach their goals must be in place. These conditions are known as the **8 Conditions that Make a Difference<sup>®</sup>** and are a critical, often overlooked, part of education and school improvement initiatives. The 8 Conditions have been identified and defined by Dr. Russell J. Quaglia, an internationally known leader in the study of student aspirations. The 8 Conditions are: *Belonging, Heroes, Sense of Accomplishment, Fun & Excitement, Curiosity & Creativity, Spirit of Adventure, Leadership & Responsibility, and Confidence to Take Action.* In order to measure these conditions in today's schools, the *My Voice<sup>®</sup> Student Aspirations Survey* was developed.

### **New Hampshire's *Follow the Child* Initiative**

*Follow the Child* helps New Hampshire schools to foster student aspirations and promote student success through an emphasis on personalized learning and assessment. The first step in this process is for schools to gain insight into whether students perceive their schools as places in which they are known, supported, challenged, and inspired.

### **The *My Voice<sup>®</sup>* Student Aspirations Survey**

The *My Voice<sup>®</sup> Student Aspirations Survey* assesses student aspirations by asking students to respond to 57 statements about the 8 Conditions, as well as demographic questions. The statements probe the conditions that affect students' aspirations and, ultimately, their personal, social, physical, and academic development. Students respond to the 8 Conditions statements on a 5-point Likert scale ranging from "strongly agree" to "strongly disagree." The survey takes approximately 15 minutes to complete. By asking students how *they* perceive their school environment, *My Voice<sup>®</sup>* provides educators with

a powerful tool for understanding both what motivates and inspires students to achieve, and how well students believe their school is meeting those objectives. *My Voice®* is a critical motivator for initiating innovative, meaningful school reform.

### **My Voice® New Hampshire High School Report: Demographics for Academic Year 2007-2008**

A total of 25,199 New Hampshire high school students completed the *My Voice®* survey. One hundred twenty-five (125) high schools of various sizes and socioeconomic backgrounds are represented. Twenty-six percent (26%) of the students surveyed were in grade 9; 26% were in grade 10; 25% were in grade 11; and 23% were in grade 12. Fifty percent (50%) of the students surveyed were female and 50% were male.

### **My Voice® New Hampshire High School Report for Academic Year 2007-2008**

The *My Voice®* New Hampshire High School Report is organized around the 8 Conditions. In each section, the condition is defined and data on the survey statements about that condition are described. The data are reported in percentages based on the combined number of students who responded “strongly agree” or “agree” to each statement. The results are discussed in relation to key aspects of the condition. A brief conclusion and directions for further analysis are included at the end of the report.

#### **Condition 1: Belonging**

*The Condition of Belonging means that a student is a valued member of a community, while still maintaining his or her uniqueness. It is a relationship between two or more persons characterized by a sense of connection and support. Belonging is a necessary condition for students’ well-being, social engagement, and competence. The condition of Belonging increases intrinsic motivation, for it fosters self-confidence and investment in the community.*

#### **Students’ Perceptions of Belonging**

There are two key aspects to the condition of Belonging in schools. First, students must perceive school as a community where they feel connected, safe, and supported. Fifty-nine percent (59%) of the high school students surveyed agreed with the statement “School is a welcoming and friendly place.” Twenty-one percent (21%) of all students surveyed said they do not feel comfortable going to the cafeteria for lunch; this percentage was lower for ninth graders (15%) than for twelfth graders (26%). Forty-one percent (41%) of all 9-12 students reported they are proud of their school, and 33% of students surveyed agreed bullying is a problem in their school.

The second key aspect of the condition of Belonging is that students feel valued for who they are as individuals. Seventy-four percent (74%) of the high school students surveyed agreed with the statement “I feel accepted for who I am at school,” while 11% stated they have difficulty fitting in at school. Thirty-nine percent (39%) claimed they believe teachers care about their problems and feelings.

#### **Discussion**

Clearly, large numbers of students do not experience high school as a place they feel a sense of connection, support and safety. These findings may surprise teachers and school leaders who work hard to create a sense of community within the school building. If we are to reverse this trend and increase the number of students who feel connected to their school, we must ask students how they would create a welcoming and supportive school environment. What does a welcoming high school look like to students? How can the cafeteria be re-imagined so it is a place where all students feel comfortable, especially students in the lower high school grades? How do high school students define bullying? If we listen to the voices of students and how they define the condition of Belonging, we may also see more positive results in the area of school pride which less than half of the students surveyed say they feel.

High school students' self-worth and connection to their teachers is another area of concern. Although the majority of students agree with the statement "I feel accepted for who I am at school," the fact that so few of the students surveyed believe their teachers care about their problems and feelings is troubling. While most teachers would claim that they care deeply about their students, it is critical that teachers express that care in ways meaningful to their students.

## **Condition 2: Heroes**

*Heroes are the everyday people—teachers, friends, family—in students' lives who inspire them to excel and to make positive changes in attitudes and lifestyles. Heroes are people students can connect with, those who have a positive influence on them, and who listen to and value their ideas. Heroes build trust in others and belief in oneself. Educators are by definition Heroes to their students who look up to teachers and school leaders as people to learn from and communicate with about many things. Building relationships with students through support, guidance, and encouragement enables them to become more confident in their academic, personal, and social growth.*

### **Students' Perceptions of Heroes**

The condition of Heroes emphasizes the critical ways teachers believe in, support and inspire students. In response to *My Voice*® questions about this condition, 64% of high school students surveyed said they have a teacher who is a positive role model, though the number increased from ninth grade (54%) to twelfth (75%). Forty-four percent (44%) said "Teachers care about me as an individual," though fewer ninth (41%) than twelfth (51%) graders agreed with this statement. Thirty-nine percent (39%) agreed "Teachers care if I am absent from school." Forty-seven percent (47%) of high school students agreed with the statement "If I have a problem, I have a teacher with whom I can talk"; fewer ninth graders (39%) than twelfth graders (57%) agreed with this statement.

The condition of Heroes is also about respect, not just between teachers and students, but students and one another. Just 36% of high school students surveyed said students respect teachers and even fewer reported students respect each other (28%). Teachers fared somewhat better, with 51% of students agreeing with the statement "Teachers respect students."

## **Discussion**

High school students' responses to questions about the condition of Heroes tell us two critical things. First, although teachers have the potential to inspire, support and encourage students, they do not always do so in ways students recognize. While two-thirds of high school students report they have a teacher who is a role model, the fact that students have the chance to build relationships with so many teachers during a given school year suggests the percentage should be higher. In addition, the condition of Heroes is about more than being a role model. It is about being an adult whom students can trust and turn to in times of difficulty. The finding that less than half of all high school students surveyed perceive these characteristics in their teachers reveals an area of concern for educators to address, especially for students in the lower grades of high school.

The second point these results emphasize is that students perceive a severe lack of respect in their schools. While just half of all high school students said they believe teachers respect them—a worrisome result in and of itself—the fact that one third think students respect teachers is very troubling. If teachers are in a position to inspire and support students through their learning, the challenge of doing so increases significantly if there is an essential lack of respect on either side. Perhaps most alarming, however, is that just a quarter high school students believes students respect one another. Students, too, are in a position to be heroes and role models to their peers. If this trend continues, student-to-student support will be increasingly difficult to foster.

## **Condition 3: Sense of Accomplishment**

*The Condition of Sense of Accomplishment recognizes effort, perseverance, and citizenship—along with academic achievement—as signs of student success. Educators have traditionally used a narrow view of accomplishment as it refers to innate ability, grades, or who is “best in the class.” The Condition of Sense of Accomplishment, however, views success in terms of personal growth and effort, not just class rank and test scores. Schools can celebrate their students’ accomplishments in visible ways. Taking time to recognize and support students’ efforts will result in students who are motivated to persevere through difficult tasks and to create a healthy learning environment through hard work and dedication.*

### **Students’ Perceptions of Sense of Accomplishment**

When asked questions about traditional forms of academic accomplishment, 82% of high school students surveyed agreed with the statement: “Getting good grades is important to me.” More females (88%) than males (76%) agreed with the statement. Fifty-nine percent (59%) said tests are an important part of their education, with more ninth graders (66%) than twelfth graders (53%) agreeing.

When asked questions about their effort and perseverance, 18% of high school students surveyed agreed with the statement “I give up when schoolwork is difficult.” Conversely, 64% stated they put forth their best effort at school with fewer males (57%) than females (71%) agreeing. Fifty-three percent (53%) of students surveyed said teachers recognize them when they try their best.

When asked about whether accomplishments are recognized or citizenship is celebrated in their school, 20% of students in grades 9-12 reported they have never been recognized for something positive at school. Sixty-seven percent (67%) stated teachers recognize students who are kind and helpful.

### **Discussion**

Students appear to understand what schools expect of them in terms of academic achievement, though this was true for more females than males. While these percentages could be higher, the majority of high school students report they want to get good grades and they understand the significance of testing. Gender and grade level differences are worth exploring.

While most of the students surveyed want to do well in school, they are not necessarily putting forth the effort needed to achieve: close to one-fifth of them give up when they encounter difficult schoolwork and approximately one third high school students report they do not try their best in school. Half of students say teachers recognize them when they try their best. The gap between wanting to achieve and persevering to meet goals needs to be examined, as does the role teachers play in recognizing effort and perseverance.

The data also reveals that high schools need to do a better job of recognizing student accomplishments of all sorts, as well as celebrating signs of good citizenship. Schools are very good at recognizing certain types of success—high grades, athletic ability, etc. Yet all students need to be recognized for their unique talents and interests, and high schools need to reflect on how to create this type of an environment.

### **Condition 4: Fun & Excitement**

*The condition of Fun & Excitement is characterized by students being inspired to learn. They are actively engaged and emotionally involved in their school work. Students who exhibit Fun & Excitement are self-confident, curious, and prepared; they are willing to meet the challenges of the day. To foster this condition in schools, students need to be offered new opportunities, as well as meaningful challenges, that are connected with their individual interests.*

#### **Students' Perceptions of Fun & Excitement**

Fun & Excitement is first and foremost about students being engaged in their learning. To be actively engaged in learning students must find it enjoyable and worthwhile. Forty-three percent (43%) of high school students surveyed said they enjoy being at school and 50% said they enjoy participating in their classes. While a higher percentage (62%) of students agreed with the statement "Learning can be fun," fewer ninth graders (57%) than twelfth graders (68%) agreed. Fifty-two percent (52%) of high school students agreed with the statement "School is boring."

The condition of Fun & Excitement is in part determined by a teacher's willingness to foster this condition. However, students do not perceive teachers as especially engaged in

the learning process. Fifty-two percent (52%) of high school students agreed with the statement “Teachers enjoy working with students,” and just 23% agreed “Teachers make school an exciting place to learn.” Thirty-six percent 36% of students agreed with the statement “Teachers have fun at school.”

### **Discussion**

The most positive finding in this condition is the percentage of high school students who believe learning can be fun. Though this figure could certainly be higher, its significance is clear when contrasted with the high number of students who are bored in school and the low number who enjoy their classes. The disparity between the findings that students believe learning can be fun and yet so many are not engaged in their learning must be addressed. High school students are the potential, not the problem. Schools must explore more effective ways of tapping into the potential for engaged learning, in particular for ninth graders who were less likely to agree with these statements.

High school students’ perceptions of their teachers’ engagement in the learning process is also striking. Students do not see their teachers as individuals who enjoy their work in the classroom or with students. Whether this is true or not, the fact that these percentages are so low indicates an area of professional concern for all educators.

The condition of Fun & Excitement in high schools is not about students laughing and playing instead of studying and learning. It is about students becoming so engaged in what they are learning that they stop watching the clock and looking out the window. These findings lead us to ask: How can high schools foster this condition throughout the curriculum?

### **Condition 5: Curiosity & Creativity**

*The condition of Curiosity & Creativity is characterized by inquisitiveness, eagerness, a strong desire to learn new or interesting things, and a longing to satisfy the mind with new discoveries. Curiosity triggers students to ask “Why?” while creativity gives them the initiative to ask “Why Not?” The intensity of Curiosity & Creativity tends to diminish over time due to the habituating effects of the environment. Therefore, to sustain student motivation, schools must pay careful attention to creating learning environments that promote questioning and creative exploration.*

#### **Students’ Perceptions of Curiosity & Creativity**

The condition of Curiosity & Creativity encourages students to experience the joy of exploring new ideas. When asked about their current learning, 73% of high school students surveyed stated they enjoy learning new things, though fewer ninth graders (68%) than twelfth graders (80%) agreed. Sixty percent (60%) of high school students said they learn new things that are interesting to them at school.

To foster Curiosity & Creativity, educators must encourage student inquisitiveness and demonstrate the relevance of studying new material. Questions about Curiosity & Creativity in the classroom yielded mixed results. Sixty-seven percent (67%) of students agreed with the statement “I feel comfortable asking questions in class.” Sixty-nine

percent (69%) of students surveyed agreed with the statement “My teachers present lessons in different ways,” and 54% agreed with the statement “At school I am encouraged to be creative.” Just 33% stated their classes help them understand what is happening in their everyday lives, though 72% agreed with the statement “What I learn in school will benefit my future.”

### **Discussion**

Questions about the condition of Curiosity & Creativity revealed that three out of four high school students surveyed like to learn new things. However, only three out of five students said they learn new things that are interesting to them in school. How can these percentages be improved, especially for ninth graders? In addition, students must be engaged enough in their learning to ask “why?” and “why not?” questions. Yet the data shows that approximately one third of students do not feel comfortable asking questions in class. To foster Curiosity & Creativity high school students must also have the chance to be creative while they are learning. Ways to improve on the low percentages in these areas should be discussed.

In terms of relevance, three out of ten high school students say they see the connection between their current learning and their everyday lives. For students to maintain an active interest in learning, they must see the value in it. They must be able to connect what they are studying to their world in some tangible way that leads them to ask questions and seek answers. If we do not make learning relevant, we are failing our students no matter how many new ideas they are exposed to in a given school year.

Interestingly, seven out of ten high school students believe what they learn in school is going to be helpful to them in the future. What does it mean that our students do not see school as relevant to their current lives, but do think it is meaningful for their future? How do we narrow this gap to ensure learning is relevant in the present?

### **Condition 6: Spirit of Adventure**

*The condition of Spirit of Adventure is characterized by students’ ability to take on positive, healthy challenges at school and home, with family and friends. Students experience the Spirit of Adventure when they tackle something new without the fear of failure or success. When schools promote healthy decision making and healthy risk taking, their students become more confident and resilient. Students with the Spirit of Adventure see life as full of opportunities worth exploring for their own sake.*

#### **Students’ Perceptions of Spirit of Adventure**

The condition of Spirit of Adventure is about students trying new things. It is about students moving from their comfort zone to their challenge zone. Students face two common obstacles when they do so: the fear of success and the fear of failure. While 72% of high school students surveyed said they push themselves to do better academically, more females (78%) than males (65%) agreed with that statement. Twenty-two percent (22%) of high school students reported they are afraid to try something if they think they may fail. In terms of anxiety around success, 4% of students surveyed agreed with the statement “I am afraid my friends won’t like me if I do well in school.”



Another key aspect of Spirit of Adventure is whether students feel supported when they want to try new things. Support can come in many forms, including teachers and other students. Fifty-one percent (51%) of high school students surveyed believe teachers help them learn from their mistakes, and 67% said teachers think they can be successful. Peers fared less well: 34% of the students surveyed stated students are supportive of each other. Forty-nine percent (49%) reported they are excited to tell their friends when they get good grades, with fewer males (41%) than females (56%) agreeing.

### **Discussion**

Whether high school students have the courage to move beyond their comfort zone into their challenge zone depends on overcoming fear and anxiety. As the data shows, one-fifth of all students are reluctant to challenge themselves because they are afraid they might fail. This significant figure should be of concern to every New Hampshire educator. For if students are not willing to challenge themselves—academically, socially, personally—they will not learn and grow as individuals. It must be as safe for students to have a Spirit of Adventure and *not* succeed as it is for them *to* succeed when they take a healthy risk.

Less obvious, though no less worrisome, are the students who are afraid to challenge themselves because they might *succeed*. For these students, having a Spirit of Adventure means potentially threatening their social network—their sense of Belonging—and is therefore a powerful deterrent to success. The fact that only half of the students surveyed are excited to tell their friends when they get good grades underscores this point. If all students are to reach their highest potential, high schools must find ways to make it safe for all students to take on personal challenges and succeed at them. The differences between male and female responses to these questions must also be examined.

Finally, the fact that just half of all students believe teachers help them learn from their mistakes suggests that students who try something new, and fail, need more sustained support so they do not give up. High schools must also explore how students can be encouraged to support each other's healthy risk taking so all students embrace new ideas and challenges throughout their education.

### **Condition 7: Leadership & Responsibility**

*The condition of Leadership & Responsibility means students are able to express their ideas and are willing to accept consequences for their actions. It cultivates accountability for the classroom environment and school community. Schools which promote this condition teach and expect their students to be good decision makers. They provide legitimate decision-making opportunities, seek student input, and expect students to be accountable for their actions and words. Students are trusted to make the right decisions and are recognized for doing so.*

### **Students' Perceptions of Leadership & Responsibility**

The condition of Leadership & Responsibility is twofold: students must develop strong decision-making skills and have real leadership opportunities. Only then can they be truly responsible leaders who make a difference in their communities. When asked about decision making, 67% of high school students surveyed reported they think about others' feelings when they make decisions, with fewer males (59%) than females (75%) agreeing. Sixty-two percent (62%) said they are good decision makers. Sixty percent (60%) of students also stated teachers encourage students to make decisions. In contrast to these relatively consistent percentages, when asked about leadership in their communities just 29% of high school students reported they know the goals their school is working on. Twenty-three percent (23%) stated student council represents all students at school, though more ninth (30%) than twelfth graders (19%) agreed with this statement. When asked questions about themselves as leaders, 53% of students surveyed agreed with the statement "I see myself as a leader." Fewer ninth graders (50%) than twelfth graders (59%) agreed with this statement. Only 32% of students surveyed agreed with the statement "Other students see me as a leader"; fewer ninth (29%) graders than twelfth (38%) graders agreed.

### **Discussion**

The findings in this condition reveal that although half of high school students see themselves as leaders, and more than half believe they are good decision makers, this self-perception does not necessarily translate into leadership opportunities and actions: only a third of students surveyed believe *other students* see them as leaders. Although these percentages are higher for students in the upper grades, for the condition of Leadership & Responsibility to thrive high school students cannot just think of themselves as leaders--they must learn to be leaders in their communities, beginning with their school.

It is important to note that just three out of five high school students believe teachers encourage students to be decision makers, suggesting that the leadership opportunities available in classrooms might be a good starting point for school-wide initiatives. Such initiatives may improve the findings that just over a quarter of the students say they are aware of the goals their school community is working on and only a fifth of the students say student council is representative of the student body.

### **Condition 8: Confidence to Take Action**

*Confidence to Take Action is the extent to which students believe in themselves. It encourages them to dream about their future while being motivated to set goals in the present. This condition is what educators strive for; all other conditions must be established and supported for students to attain this level of aspiration. Confidence to Take Action is characterized by a positive and healthy outlook on life and by looking inward rather than outward for approval. Schools can help build their students' Confidence to Take Action by providing support, celebrating diversity, and encouraging independent thinking.*

### **Students' Perceptions of *Confidence to Take Action***

The condition of Confidence to Take Action is the pinnacle of the 8 Condition framework and also the goal of all educational ventures: to provide students with enough belief in themselves that they can set goals for the future and take steps in the present to reach those goals. When asked questions about goal-setting, 71% of high school students surveyed reported they think it is important to set high goals; 78% said they work hard to reach their goals.

The ability to set and reach for goals is directly connected to a positive view of one's future. Eighty-nine percent (89%) of high school students surveyed agreed with the statement "I believe I can be successful." In contrast, 73% of students believed teachers expect them to be successful. Seventy-five percent (75%) said they are excited about their future. Just 58% agreed with the statement "I believe I can make a difference in this world."

Finally, when asked about the connection between school and their future, 83% of high school students surveyed agreed with the statement "Going to college is important for my future"; fewer males (77%) than females (88%) were in agreement. Just 58% said their current schooling is preparing them well for the future.

### **Discussion**

There is a difference between dreaming about the future and taking the steps needed to reach those dreams. The condition of Confidence to Take Action is defined by the successful integration of these two processes and the majority of high school students surveyed appear to know it is important both to set high goals *and* work hard to reach them. Nonetheless, more than a quarter of the students do not see setting high goals as important.

Other troubling questions that arise from the data include: Why do so few high school students see their present schooling as relevant, in particular when compared to the higher percentage that see going to college as relevant? What does this tell us about students' understanding of the steps it takes to reach the goal of attending college? What does it mean that just seven out of ten students believe teachers expect them to be successful?

Teachers play a key role in helping students believe in themselves and their abilities to reach their goals. If students don't perceive that teachers believe in them, how does that impact the way students believe in themselves?

Finally, while nine out of ten students think they can be successful, 30% fewer believe they can make a difference in the world. How do high schools foster students' belief not only in their ability to succeed, but in their ability to be engaged citizens who contribute to the world around them?

## **Conclusion**

The *My Voice*® New Hampshire High School Report Academic Year 2007-2008 reveals both positive and negative findings around each of the 8 Conditions that Make a Difference®. While schools should be proud of their accomplishments, there is clearly much work to be done to improve even the most positive of these findings.

The 8 Conditions that support student engagement—*Belonging, Heroes, Sense of Accomplishment, Fun & Excitement, Curiosity & Creativity, Spirit of Adventure, Leadership & Responsibility, and Confidence to Take Action*—need to be in place if schools are to foster students' ability to set and reach their goals. Yet, as the survey findings reveal, these conditions are neither fully nor deeply integrated into our nation's schools. If schools are to be places where teaching and learning thrive, this must change. Listening to the voices of students is the first step.

## **Directions for Further Analysis**

The *My Voice*® New Hampshire High School Report Academic Year 2007-2008 provides an initial snapshot of how students perceive themselves and their learning environments. However, more comprehensive analyses are needed to understand fully the implications of the data. For example, the findings must be viewed through lenses such as racial/ethnic difference and school difference: rural vs. urban, small vs. large, academically successful vs. academically struggling. Further analysis of gender differences and difference across grade levels is important. Additional factors such as students' co-curricular involvement and if they plan to attend college could also reveal valuable information and need to be explored.

As educators dedicated to positive reform in today's schools, it is our responsibility to explore in-depth the *My Voice*® data so that we can fully understand and appreciate how students perceive their learning environments. In doing so, we will gain insight into students' fears, frustrations, hopes and dreams. Only then can we take the next steps toward our goal of improving teaching and learning environments so that all schools promote students' self-worth, active engagement in the learning process, and a sense of purpose for all students.

## My Voice® Student Aspirations Survey Questions & New Hampshire Grades 9-12 Results Academic Year 2007-2008

Condition	Survey Statement	Total in Agreement
<i>Belonging</i>	School is a welcoming and friendly place.	59%
<i>Belonging</i>	I feel accepted for who I am at school.	74%
<i>Belonging</i>	I have difficulty fitting in at school.	11%
<i>Belonging</i>	Teachers care about my problems and feelings.	39%
<i>Belonging</i>	I am proud of my school.	41%
<i>Belonging</i>	I feel comfortable going to the cafeteria for lunch.	79%
<i>Belonging</i>	I think bullying is a problem in my school.	33%
<i>Heroes</i>	Students respect teachers.	36%
<i>Heroes</i>	I have a teacher who is a positive role model for me.	64%
<i>Heroes</i>	Teachers care about me as an individual.	44%
<i>Heroes</i>	Teachers care if I am absent from school.	39%
<i>Heroes</i>	If I have a problem, I have a teacher with whom I can talk.	47%
<i>Heroes</i>	Teachers respect students.	51%
<i>Heroes</i>	Students respect each other.	28%
<i>Sense of Accomplishment</i>	Tests are an important part of my education.	59%
<i>Sense of Accomplishment</i>	Teachers recognize students who are kind and helpful.	67%
<i>Sense of Accomplishment</i>	I have never been recognized for something positive at school.	20%
<i>Sense of Accomplishment</i>	I give up when schoolwork is difficult.	18%
<i>Sense of Accomplishment</i>	Teachers recognize me when I try my best.	53%
<i>Sense of Accomplishment</i>	I put forth my best effort at school.	64%
<i>Sense of Accomplishment</i>	Getting good grades is important to me.	82%
<i>Fun &amp; Excitement</i>	I enjoy being at school.	43%
<i>Fun &amp; Excitement</i>	Teachers enjoy working with students.	52%
<i>Fun &amp; Excitement</i>	Teachers make school an exciting place to learn.	23%
<i>Fun &amp; Excitement</i>	School is boring.	52%
<i>Fun &amp; Excitement</i>	I enjoy participating in my classes.	50%
<i>Fun &amp; Excitement</i>	Teachers have fun at school.	36%
<i>Fun &amp; Excitement</i>	Learning can be fun.	62%
<i>Curiosity &amp; Creativity</i>	I feel comfortable asking questions in class.	67%
<i>Curiosity &amp; Creativity</i>	My teachers present lessons in different ways.	69%
<i>Curiosity &amp; Creativity</i>	At school I am encouraged to be creative.	54%
<i>Curiosity &amp; Creativity</i>	My classes help me understand what is happening in my everyday life.	33%
<i>Curiosity &amp; Creativity</i>	I enjoy learning new things.	73%
<i>Curiosity &amp; Creativity</i>	I learn new things that are interesting to me at school.	60%
<i>Curiosity &amp; Creativity</i>	What I learn in school will benefit my future.	72%
<i>Spirit of Adventure</i>	I am afraid my friends won't like me if I do well in school.	4%
<i>Spirit of Adventure</i>	I push myself to do better academically.	72%
<i>Spirit of Adventure</i>	Students are supportive of each other.	34%
<i>Spirit of Adventure</i>	I am afraid to try something if I think I may fail.	22%
<i>Spirit of Adventure</i>	Teachers help me learn from my mistakes.	51%
<i>Spirit of Adventure</i>	Teachers think I can be successful.	67%
<i>Spirit of Adventure</i>	I am excited to tell my friends when I get good grades.	49%
<i>Leadership &amp; Responsibility</i>	Student council represents all students at school.	23%
<i>Leadership &amp; Responsibility</i>	I see myself as a leader.	53%
<i>Leadership &amp; Responsibility</i>	Other students see me as a leader.	32%
<i>Leadership &amp; Responsibility</i>	Teachers encourage students to make decisions.	60%
<i>Leadership &amp; Responsibility</i>	I think about others' feelings when I make decisions.	67%
<i>Leadership &amp; Responsibility</i>	I am a good decision maker.	62%
<i>Leadership &amp; Responsibility</i>	I know the goals my school is working on this year.	29%
<i>Confidence to Take Action</i>	I believe I can be successful.	89%
<i>Confidence to Take Action</i>	I believe I can make a difference in this world.	58%
<i>Confidence to Take Action</i>	Teachers expect me to be successful.	73%
<i>Confidence to Take Action</i>	Going to college is important to my future.	83%
<i>Confidence to Take Action</i>	I work hard to reach my goals.	78%
<i>Confidence to Take Action</i>	I am excited about my future.	75%
<i>Confidence to Take Action</i>	I think it is important to set high goals.	71%
<i>Confidence to Take Action</i>	School is preparing me well for my future.	58%